DOCUMENT RESUME

ED 108 603 IR 002 114

AUTHOR	Perry, Bob; Szondy, Peter
TITLE	A Report on the Making of the Film, "Expanding Instructional Resources: Parents and Tutors".
INSTITUTION	Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO	SWRL-TN-4-72-02
PUB DATE	22 Feb 72
NOTE	51p.
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	Educational Resources; *Film Production; Films; *Guides; *Instructional Films; Production Techniques; Scheduling; Scripts

ABSTRACT

The major steps in the making of the film are presented in terms of events, time and cost. Appended are the shooting script, the shooting schedule, a sample of the film director's shooting breakdown, the editing breakdown, and the final draft of the script. (Author/SK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED103603

SWRL

SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE February 22, 1972

NO. TN 4-72-02

A REPORT ON THE MAKING OF THE FILM, "EXPANDING INSTRUCTIONAL RESOURCES: PARENTS AND TUTORS"

Bob Perry and Peter Szondy

ABSTRACT

The major steps in the making of the film are presented in terms of events, time, and cost. Appended are the shooting script, the shooting schedule, a sample of the film director's shooting breakdown, the editing breakdown, and the final draft of the script.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This document is intended for internal staff distribution and use. Permission to reprint or quote from this working document, wholly or in part, should be obtained from SWRL, 11300 La Cienega Boulevard, Inglewood, California, 90304.

IR 002 114

A REPORT ON THE MAKING OF THE FILM, "EXPANDING INSTRUCTIONAL RESOURCES: PARENTS AND TUTORS"

Bob Perry and Peter Szondy

"Expanding Instructional Resources: Parents and Tutors" is a film directed at an audience of educators, and is designed to serve primarily as an introduction to training. The film deals specifically with the Support Systems of the First Year Communication Skills Program, intending them to serve as examples of SWRL support systems in general.

PRE-PRODUCTION

Specifications

Specifications were given the Film Department by Dr. O'Hare in a meeting, February 19, 1971.

Research and Scripting

Research was begun on the PAL, Tutor, and Summer Reading Programs. Three drafts of the script were submitted during the pre-production period; the third draft, being approved April 4, served as the shooting script (v. Appendix A).

Film Stock Tests

Several tests were made with "post-flash" processing to determine the feasibility of using Eastman Kodak EF 7241 film stock for this project. Tests indicated that this stock, when used with dichroic lights and post-flashed with an amber light to a densotometric reading of 2.80, is superior in terms of contrast, granularity, and color balance to the stock used on previous films, EF 7242. Also tested were Harrison diffusion filters and Tiffen FLD flourescent filters, subsequently used in the production.

Casting and Selecting Locations

The film required locations in schools, in private homes, and in public areas, while maintaining a representative ethnic balance in casting. Casting interviews were arranged by SWRL liaison personnel. Selection from this pool was done by the Film Department. Due to illness of school contacts and personal difficulties of the private parties whose cooperation was sought, the search for cast continued after production had started until May 5.

PRODUCTION

Shooting Schedule and Breakdown

A shooting schedule was prepared in advance of each week's shooting (v. Appendix B). The shooting breakdown was prepared by the film director in consultation with the cinematographer in advance of each day's shooting (v. Appendix C).

Time

Production required 23 days, extending over a period from April 7 to June 10. An additional shooting date was necessary September 27.

Locations

Shooting locations were four private homes, Leo Carrillo State Beach, Sherman Oaks-Van Nuys War Memorial Park, the Los Angeles City School District, the Rowland Heights School District, and the Mountain View School District.

Crew

On most shooting days the production crew consisted of film director, cinematographer, production assistant, sound mixer, and liaison, who doubled as microphone operator.

POST-PRODUCTION

Synchronizing

Synchronizing of "live" sound with the uncut film was in progress on non-shooting days during the production period. Consequently synchronizing was complete by June 11.

Coding

The synchronized film and picture rolls were sent to the processing lab to be "coded." This means that identical numbers are printed on the edges of both sound and picture every twenty frames, thereby locking in synchronization.

Picture Editing

The film was in editing to rough cut for 23 days, extending over a period from June 15 to July 16 (v. Appendix D).

Directorate Review

On July 20, it was shown to the Directorate, who requested changes.

Script Revisions and Final Picture Editing

Four revised drafts of the script were written (v. Appendix E), additional shooting was done, and the picture was re-edited twice.

Directorate Approval

The Directorate approved the film October 15.

Optical and Graphic Effects

The Film Department designed optical and graphic effects and supervised their completion by an optical house. Effects were then cut into the movie.

Music and Commentary

Original music was written and performed expressly for this film, to suit its mood changes and editing patterns. Several commentators were auditioned and a selection was made. Commentary was then timed and recorded.

Final Sound Editing and Master Mix

All sound tracks were edited to coordinate with picture. In the master mix session, November 2, these tracks were mixed and balanced according to intensity and quality to create the final sound of the movie.

Negative Cutting

The camera original was cut to conform exactly with the work print.

Final Processing

The magnetic sound track produced in the master mix was transferred to an optical sound track, with which a first trial "electroprint" was made November 3. From this the Film Department gave various color balance and light density specifications to the processing lab. A master internegative was then made to these specifications and two trial prints were made, November 8. Release prints were delivered in quantity November 16.

COST
(Minus Salaries)

Item	Billing
Film Stock Purchase	$541.08
Magnetic Tape Purchase	$21.12
Rentals: special production equipment	$929.91
Film Processing - Developing and Work Print	$2,046.35
Sound Transfer, Master Mix, Optical Track	$528.00
Graphic and Optical Effects	$650.00
Negative Cutting and Splicing	$135.00
Original Music	$250.00
Commentator	$75.00
Final Processing - 1st Trial Print Internegative 2 Trial Prints 100 Release Prints with Reels, Cans, Mailers	$2,581.00
TOTAL	$7,757.00

APPENDIX A

CS 1 SUPPORT FILM - DRAFT 3 SHOOTING SCRIPT

FADE IN

1 LOGO

FADE OUT

FADE IN

2 INT CLASSROOM - DAY

We are CLOSE ON A CHILD as he pronounces letter names from flashcards. We ZOOM BACK TO INCLUDE A TEACHER AND A SMALL GROUP OF CHILDREN. They all pronounce the letter names that appear on the flashcards.

WE DOLLY TO FS OF ANOTHER SMALL GROUP OF CHILDREN WITH ANOTHER TEACHER. The children blend words from flashcards.

NARR.

The Southwest Regional Laboratory for Educational Research and Development is developing a series of instructional systems which are inter-related in purpose, and comprehensive in scope.

WE DOLLY TO A CHILD AND TUTOR playing a word game.

NARR.

These systems have been completed after extensive research and field tryouts.

WE DOLLY TO A CHILD AND TUTOR doing an exercise.

NARR.

One of these systems is the First Year Communication Skills Program.

WE DOLLY TO A CHILD AND A TEACHER AIDE. The Child starts to read a sentence from the reading booklet.

3 ECU ON PAGE THAT WE HEAR THE CHILD READING. Child (voice only) finishes the sentence.

4 WS - FAVOR CLASS - TEACHER IN FOREGROUND. A Child reads the same sentence we just heard the child read individually. Teacher confirms the response and repeats the sentence.

OMIT 5

6 WS - CLASS - FAVOR TEACHER. She calls on children individually.

NARR.

It is designed for teacher use in developing the reading skills of kindergarten children.

DISSOLVE TO

7 CLOSE ANGLE ON SAME TEACHER. We see her call on children.

NARR.

It provides the teacher with a variety of research-based, classroom-verified materials and procedures for achieving a specific set of reading outcomes with young children.

PAN AND REFOCUS TO CHILD IN THE CLASS. We HEAR HIM read a few lines from a storybook.

DISSOLVE TO

8 GRAPHIC - "First Year Communication Skills"

NARR.

To insure maximum effectiveness, the program is supplemented by a group of support programs:

(As the Support Programs are mentioned by the Narrator, they appear in the GRAPHIC.)

NARR.

The Tutor Program, the Parent-Assisted Learning Program, the Aides Program, and the Summer Reading Program.

LETTERING OF "First Year, etc." CHANGES COLOR FOR EMPHASIS

NARR.

In the First Year Communication Skills Program, successful participation enables the...

9 MS - CHILD in CLASS

All the children raise their hands enthusiastically.

NARR.

...child to read a basic vocabulary of program words, and to read new words through word-attack skills.

10 CU - PROFILE on A CHILD

We hear him read a few beginning and ending sounds.

NARR.

These program outcomes are important skills which the child will need to use more and more as he advances in learning.

11 WS - ANGLE ON CLASS - CHILDREN raise hands enthusiastically. We ARC RIGHT until we INCLUDE TEACHER and she is at CENTER FRAME.

NARR.

Attainment of these outcomes will give the beginning reader a solid start toward reading success, and help to form a foundation for future success in many other learning activities.

We ZOOM IN SLOWLY ON THE TEACHER as she talks to her class.

NARR.

The teacher is provide with a set of instructional materials designed to accomplish the outcomes.

DISSOLVE TO

12 PAN OF MATERIALS DISPLAY

NARR.

The program materials include flashcards, instructional games, comprehension sheets,

and various exercises for assessment and practice. Paperback storybooks are provided for each child.

DISSOLVE TO

13 FS - TEACHER AND CLASS

NARR.

SWRL has found that the Program's effectiveness can be enhanced if practice is provided beyond that which is given by the teacher in class.

A CHILD gets up, points at story poster next to TEACHER.

FREEZE FRAME

FADE OUT

FADE IN

14 GRAPHIC - "Support Systems" (cf. Sc. 8). The systems change color for emphasis during the following narration, then back to the original.

NARR.

Therefore SWRL has produced these support systems to provide valuable further practice for students.

"Tutorial Program" changes to emphatic color.

NARR.

The Tutor Program is designed to assist the classroom teacher...

DISSOLVE TO

15 LS - TEACHER, CLASS AND TUTOR WITH CHILD APART FROM THE CLASS

NARR.

by having tutors give additional practice to individual children.

WE DOLLY IN ON TUTOR AND CHILD TO MS.

NARR.

Tutors may be 5th or 6th grade students, or they may be adults in the community. The tutors do not teach the pupils any new material; rather they provide individualized practice for pupils in the First Year Communication Skills Program.

DISSOLVE TO

16 TUTOR TRAINING SESSION - CS ON INSTRUCTOR

NARR.

Included in the program are...

We ZOOM BACK SLOWLY AND PAN TO FAVOR TUTORS ATTENDING TO INSTRUCTOR.

NARR.

...training sessions for the tutors,...

We ZOOM IN ON A TUTOR AS HE LISTENS TO THE INSTRUCTOR.

NARR.

...to equip them with the skills and information required to perform and function effectively.

17 TRAINING SEQUENCE - We HEAR the INSTRUCTOR conduct part of a training session. A TUTOR asks a question and the Instructor answers it.

FADE OUT

FADE IN

18 FS - TUTOR (same as previous scene, if possible) and CHILD. He administers a practice exercise.

NARR.

After the tutors have met the specified training outcomes, they meet approximately three times a week with kindergarten students.

19 CU - TUTOR. He interacts with the child.

NARR.

Tutors learn to create a friendly
environment in which they can act both
as a friend and helpmate to the younger students.

20 CU - CHILD smiles.

DISSOLVE TO

21 ANOTHER TUTOR AND CHILD - They play a game.

NARR.

A variety of materials are used
and the procedures are conducive
to a pleasant, encouraging atomsphere
in which to learn.

DISSOLVE TO

22 WS - SEVERAL TUTORS WORK WITH CHILDREN AT
DIFFERENT TABLES IN A CLASSROOM. Some of
them play games.

NARR.

That the children do learn is evidenced by the improved scores attained on the criterion exercises.

We PAN AND REFOCUS TO CU overshoulder ANGLE ON TEACHER, FAVORING THE CRITERION EXERCISE SHEET WHICH SHE CORRECTS. She marks a perfect score on it.

23 CU - ANGLE ON TEACHER. She goes on to the next sheet.

DISSOLVE TO

24 WS - TEACHER (same as previous scene) and CLASS. She conducts a game with children participating enthusiastically.

NARR.

Results indicate that teachers who used the SWRL Tutorial Program were more effective in improving pupil performance during supplementary instruction than teachers who did

not have the opportunity to use
the program.

FADE OUT

FADE IN

25 GRAPHIC - (cf. Sc. 8 and 14) "Parent Assisted Learning" changes color when mentioned in the Narration.

NARR.

To open another area of support to children's reading practice, SWRL has developed the Parent Assisted Learning Program, PAL.

DISSOLVE TO

26 INT - HOME - DAY CU on PAL MANUAL.

NARR.

The program is designed...

We ZOOM BACK to show other PAL materials next to manual, and CONTINUE ZOOMING TO INCLUDE MOTHER in foreground and TWO CHILDREN PLAYING ON FLOOR IN BACKGROUND. She picks up the manual and opens it.

NARR.

...to provide classroom-related practice at home concurrently with the First Year Communication Skills Program.

DISSOLVE TO

27 PARENT TRAINING SEQUENCE.

NARR.

Parents are trained to use the program through self-instruction materials provided by SWRL. Parents learn how to use the practice exercises and how to respond appropriately to the children.

DISSOLVE TO

28 EXT - RESIDENTIAL STREET - DAY. CHILD walks along; carries PAL materials packet.

NARR.

Children bring home packets of materials...

29 CU - MATERIALS as he carries them.

NARR.

...once a week. These materials provide...

30 INT - HOUSE

FS - CHILD on outside walk-way FROM INSIDE SCREEN DOOR. He comes up the walk toward us and we follow him.

NARR.

...practice on the skills the children have learned in the classroom.

Child enters.

31 REVERSE - FAVOR MOTHER WITH CHILD. She greets him with a kiss. He shows her the materials he has brought home.

DISSOLVE TO

32 SEQUENCE - MOTHER AND CHILD do Practice Exercise.

NARR.

Home instruction and practice are integrated with the instruction conducted by the teacher. As in other support programs, no new material is introduced. Rather the pupil practices material which was initially presented by the teacher in class.

DISSOLVE TO

33 SEQUENCE - FATHER AND CHILD. They do practice exercise.

NARR.

Approximately one hour a week is needed for the program. Parent and child do practice exercises 15 minutes a day for 3 days.

We HEAR them work for a few questions.

DISSOLVE TO

34 SEQUENCE - FATHER AND CHILD play a game.

NARR.

On the fourth day, the time is
devoted to playing a learning game,
to provide further practice and
help maintain interest and motivation.

We HEAR them play the game.

FADE OUT

OMIT 35

FADE IN

36 CS - CHILD reads fluently from CS 1 storybook.
We PAN to MOTHER AND FATHER, smiling at their
child's learning success.

37 CS - CHILD finishes reading, looks up at parents and smiles.

DISSOLVE TO

38 MS - ANOTHER PARENT AND CHILD - FAVOR CHILD. They play a game.

NARR.

Parents have responded enthusiastically to PAL.

39 MS - FAVOR PARENT as they continue the game.

NARR.

They find it a source improved communication between home and school.

DISSOLVE TO

40 MS - CHILD looks up at bookshelf, searching.

NARR.

Research data has shown that participation in PAL results in better reading performance. In addition, parents involved in the program have noted that PAL expands to child's...

41 CU - CHILD's HAND starts to take a book from the shelf.

NARR.

...interest and enjoyment in reading.

FREEZE FRAME

FADE OUT

FADE IN

42 GRAPHIC - (cf. Sc. 8, 14, and 15) "Summer Reading" changes to emphatic color.

NARR.

Another parent-administered program is the Summer Reading Program.

DISSOLVE TO

43 EXT - BEACH - DAY - SEQUENCE - CHILDREN play at beach.

NARR.

It has frequently been shown that during summer vacation, the reading performance of primary grade children drops sharply. The Summer Reading Program is designed to help children maintain their reading skills during the summer months. The program is administered by parents in the home, and specific printed instructions on procedures and the use of the materials are provided.

44 SEQUENCE - FATHER AND CHILD AT HOME. They work with the storybooks.

NARR.

The program uses the same words, word elements, and letter names used in the First Year Communication Skills Program.

45 CS - STORYBOOKS on table next to the Father and Child.

NARR.

There are 10 storybooks, which the children keep as personal copies.

46 SEQUENCE - BACK TO FATHER AND CHILD. We HEAR the child read from the storybook, and the Father interacts with him.

DISSOLVE TO

47 MS - ANOTHER PARENT AND CHILD. They work with the practice exercises.

NARR.

The practice exercises are administered by the parent each week.

48 OVERSHOULDER HIGH ANGLE ON PRACTICE EXERCISE SHEET AND PARENT AND CHILD. Parent asks a question, Child answers.

50 ANGLE ON CHILD AND PARENT as assessment is administered. Parent gives affirmation to child's response.

FREEZE FRAME

FADE OUT

FADE IN

51 CU - ANIMAL POSTER ON FLOOR. We ZOOM BACK as CHILD enters frame and begins coloring the poster.

NARR.

Each of the posters bear a picture of an animal character from the reading program.

52 FS - CHILD colors, with OTHER POSTERS IN BACKGROUND, some fully colored, some partially colored.

NARR.

A poster is given to the child for his enjoyment after he completes a week's activities. The children enjoy coloring and displaying the posters.

DISSOLVE TO

53 SEQUENCE - CHILDREN read from SWRL books in various informal and relaxed situation.

NARR.

The program materials are designed to work together to help the child improve his reading skills in a pleasant, efficient manner.

DISSOLVE TO

54 SEQUENCE - PARENTS watch CHILD as he sits on living room floor and reads a SWRL book.

NARR.

Data from program tryouts indicates that the Summer Reading Program has a significant affect on children's reading performance. And both parents and children enjoy participating in the program.

CHILD closes one book and reaches to open another SWRL book.

FREEZE FRAME

DISSOLVE TO

55 SEQUENCE

NARR.

The Support Systems of the First Year Communication Skills Program are one example of SWRL's efforts, through research and field testing, to create systems which work together for effectiveness in education.

APPENDIX B

pg. 1

SHOOTING SCHEDULE (COMPLETE)

PRODUCTION: Support Systems

DIRECTOR: Peter Szondy

CINEMATOGRAPHER: Bob Perry

	Date	Location	Scenes	Actors	Props	Tech.	Notes
SRP	4-7	Prutz home	47a-47d 51-52a	Jan and Laurie DeBay	bench animal posters reading books practice ex. crayons	Cine queens and dichroics EXT	light colored clothes
	4-8	Prutz home	45-46b 47 estb.	Sheri and Mari Jan and Laurie	red books practice ex.	C.Q. and dichroics INT EXT Neutral gel windows	
33	4-12	Lundin home	47-1 to 47-7	Mark and Krista	practice ex. swing set	EXT W. CQ and D 10mm lens	Patio
	4-13	Lundin home	51a to 51d insert	Mark and Krista	living room animal posters crayons	INT EXT	colors - bright garden
Tutor	4-14	Mira Monte School Mrs. Lenihan/ Mrs. Dickson	15a to 15 d	Gabe and Sean Mrs. Dickson Class	classroom practice ex. small table bright painted background		verite feel

pg. 2

SHOOTING SCHEDULE

DIRECTOR: _____

PRODUCTION: _____

CINEMATOGRAPHER: _____

	Date	Location	Scenes	Actors	Props	Tech.	Notes
PAL	4-14	Martinez home	27-1 to 27-3	Roni and Mother	practice ex.	INT check fuses	check slate design
Tutor	4-15	Mira Monte	21a to 21d Frog insert	Irene and Terry Toni, Ernesto, Armando	bingo game frog game	classroom overhanging lites wheelchair	verite a must
PAL	4-15	Martinez home	34 series carousel series	Roni and Mother	table 2 chairs red ball Pal games crayons carousel	EXT Cine Queens - Dichroic Reflectors	smooth, peaceful, fun
SRP	4-16	Lundin home	53 to 53d	Mark, Jerry, Krista	storybooks couch wheelbarrow	INT EXT	clothes should match previous scene
Tutor	4-19	Mira Monte Auditorium	16a to 16b inserts	Mrs. Johnson 6 tutors	6 chairs blackboard chalk training mat.	INT wheelchair high pod	verite feel

pg. 3

SHOOTING SCHEDULE

DIRECTOR: _____

PRODUCTION: _____

CINEMATOGRAPHER: _____

	Date	Location	Scenes	Actors	Props	Tech.	Notes
PAL	4-19	Park - El Monte	28a to 28c	Roni	PAL materials	EXT wheelchair high hat Get sound loop: birs, trees, wind	match clothes! smooth feel
Tutor	4-20	Mira Monte Teacher's Lounge	18a to 18d	Ernest and Aaron	Fingerpaintings practice ex.	INT	
35	4-22	Mira Monte Classroom	15-1 to 15-3 18-1 to 18-4 Inserts 1 to 4	Marlene & Natalie Ernest & Michael Sean Kids at table Mrs. Dickson	storybooks wall characters practice ex. cut and paste papers	INT	verite warm; sharp
	4-23	Mira Monte Classroom	24a to 24d Inserts 5 and 6	Mrs. Lenihan Irene and Terry Class Ernest	sentence strips		possible retakes! watch line!
CS1	4-26	Shelyn School Mrs. Anke's Class/Mrs. Patch	4 6a to 6e	Mrs. Anke Class	booklets (#27)	INT diopter	

pg. 4

SHOOTING SCHEDULE

DIRECTOR: _____

PRODUCTION: _____

CINEMATOGRAPHER: _____

	Date	Location	Scenes	Actors	Props	Tech.	Notes
	4-26 (cont'd)	Shelyn	9a to 9c 11	Mrs. Patch and her class	"Big Apple"	INT wheelchair possible window gel.	slick first then verite
Intro	4-27	Shelyn	2 to 2-3 13	Mrs. Anke Other teacher Mrs. Patch Selected kids One tutor	4 tables flashcards, practice ex. storybooks, poster	INT wheelchair high pod	smooth verite feel
36	4-28	Shelyn	Aides 1 to 3 Baseball insert Turtle & Nest Ins.	3 Aides Mrs. Anke Class Selected kids Ann Marie Linda	mirror Practice ex. flashcards storybooks aquarium nest and eggs baseball poster	INT wheelchair high pod baby high hat	
PAL	4-29	Martinez home	30a to Reading Insert	Roni and Mother		INT	
CS1	5-5	Shelyn	Bean Bag Penguin Coloring CU Ann Marie	Selected kids			pick-ups

pg. 5

SHOOTING SCHEDULE

DIRECTOR: _____

PRODUCTION: _____

CINEMATOGRAPHER: _____

	Date	Location	Scenes	Actors	Props	Tech.	Notes
PAL	5-5	Credille home	27 to 27a	Mr. and Mrs. Credille and David	PAL manual practice ex.	photo floods	
	5-6	Credille home	26 to 26a 27d 27e 40 41	Anson and Bertha and David	book manual storybook	photo floods	Leave room for super on wall
Tutor	5-10	Mira Monte Classroom	Animal Inserts	Marlene & Selected Kids	animal game	Hand-held	verite
	5-20	Shelyn	Tutor Inserts	4 tutors and kids	flashcards, storybooks, practice ex.	High-pod	Asst. to ride focus nec. - smooth
			EXT Intro. & End	4 tutors and selected kids		EXT	smooth, clean, fresh
SRP	5-25	Leo Carrillo State Beach	Beach Seqs.	Mark, Krista, Zack, Lala		Bolex w. zoom for slow motion EXT/7252 high pod	Get Wild Sound on Efex

pg. 6

SHOOTING SCHEDULE

DIRECTOR: _____

PRODUCTION: _____

CINEMATOGRAPHER: _____

	Date	Location	Scenes	Actors	Props	Tech.	Notes
Tutor	6-2	Grape Street School	Tutor Inserts	5 tutors	Tutor materials	high pod wheelchair lavaliers & Sennheiser	
PAL	6-9	Credille home	Retakes 27 ser. PAL Game	Anson and David	Practice Ex	Match lighting	Match clothes!
38	6-10	Credille home	David Reads Retakes	Bertha and David	storybooks	Match lighting	Match clothes!
	9-27	Sherman Oaks - Van Nuys/Park	Insert Kickball	Mark and selected kids	kickballs (2)	EXT/7252 Get wild sound	summer clothes! please...

APPENDIX C

Page 17

DATE 4/26/71

LOCATION _____

SHOOTING BREAKDOWN
(SAMPLE)

SCENE	DETAIL	CONTENT
4 T1		Low angle WS Class - Teacher in foreground works with sent. strips or booklets 1st child reads a sentence 2nd child reads - PAN L TO R AND ZOOM IN QUICK as she calls on him TO CU FOLLOW OTHER READERS IN CU
INSERT	MOS	SERIES - CU's - KIDS raise hands and smile
6a		WS - favor Teacher (cf. 4) As 2nd kid finishes and she looks for another kid SLOWLY ZOOM IN TO CU
6b		CU - Teacher (minus kids)
6c		CU - Teacher - mtls.
6d	MOS	CU - Kid's book (DIOPTER) - LAURIE - p. 2
6e		CU - HEAD ON ANKE while kids raise hands - read PULL BACK WS - Class Kids raise hands

APPENDIX D

EDITING BREAKDOWN

Rough Cut Picture Complete: July 9, 1971

Script Scene No.	Sequence
1	Shelyn EXT
2	INT Frankie Anke
4-6 & 8	Class Reading Books
9-11	Big Apple
13	Transition pull back or Window jungle gym
Insert	Aides
Tutorial	
14-15	Shelyn Window - Doug and Cindy
15	Grape pullback
15	Grape dark
16-17	Tutor Training
18-20	Ernest and Aaron
21	Marlene and Natalie
Insert	Marlene animal game
Insert	Irene and Terry
22-24	Tutor wrap-up
PAL	
25-26	Bertha and David - Read
27	Anson and Bertha - Manual
27a	Anson and David - Practice Exercise

Script Scene No.	Sequence
28-30	Roni EXT Park
32-33	Roni Practice Exercise
34	Roni EXT Game
35	Roni EXT Carousel
36-37	Roni reads
Insert	Anson and David Game
Insert	Credille 3 shot zoom in
40-41	Bookshelf
Summer Reading	
43	Beach Seq. EXT
47	Mark and Krista
51-52	Mark - Posters
Insert	Mark in yard EXT
54	INT w. Jerry
55	Ending Montage

APPENDIX E

SUPPORT SYSTEMS FILM - FINAL DRAFT

1. INT. CLASSROOM - CLASSROOM READING EXERCISE

COMMENTARY

These pupils are developing important learning skills by participating in one of the many instructional systems developed by Southwest Regional Laboratory.

DISSOLVE TO

2. ANOTHER TEACHER AND PUPIL WORKING ON A PRACTICE EXERCISE

COMMENTARY

While these instructional systems are complete and self-sufficient, SWRL has also developed additional Support Systems which can increase the effectiveness of an instructional program.

DISSOLVE TO

3. THREE TUTORS WORKING WITH PUPILS

COMMENTARY

To better understand the role of a Suppport System, let us examine the Support Systems of the Communication Skills Program.

DISSOLVE TO

4. GRAPHIC - "SUPPORT SYSTEMS" - THE WORDS UNDERLINED IN THE COMMENTARY APPEAR ON THE SCREEN AS THEY ARE SAID

COMMENTARY

These are: The PARENT ASSISTED LEARNING PROGRAM known as PAL;

The SUMMER READING PROGRAM

and the TUTORIAL PROGRAM

DISSOLVE TO

5. INT. HOME - DAVID AND HIS MOTHER PRACTICE READING. THE TITLE, "PARENT ASSISTED LEARNING," IS SUPERIMPOSED

COMMENTARY

David and his mother are taking part in the Parent Assisted Learning Program. He is practicing reading with material first presented to him in his kindergarten class.

6. DAVID'S FATHER AND MOTHER DISCUSS PAL MANUAL

COMMENTARY

Through specially prepared materials provided by SWRL, David's parents have trained themselves to use the program.

7. EXT. PARK - DAY - MARIA WALKS HOME WITH A PACKET OF PAL MATERIALS

COMMENTARY

Once a week, children bring home packets of PAL materials. These materials will provide Maria's parents with the means to reinforce the skills she has learned in the classroom.

DISSOLVE TO

8. INT. MARIA'S HOME - MARIA AND HER MOTHER WITH A PRACTICE EXERCISE

COMMENTARY

The program is structured to ensure that the practice Maria receives at home gives effective support to the instruction she gets in school.

9. EXT. MARIA'S BACKYARD - MARIA AND HER MOTHER WITH A GAME

COMMENTARY

PAL learning games provide further practice and help to maintain interest and motivation.

10. MARIA READS A SWRL STORYBOOK TO HER MOTHER

COMMENTARY

SWRL research has shown that participation in PAL improves reading performance. Parents have found that PAL has led to a great improvement in communication between home and school.

FADE OUT

FADE IN

11. EXT. BEACH - WIDE SHOT - MARK RUNS TOWARD US

SUPER - "SUMMER READING"

COMMENTARY

During summer vacation, children frequently loose some of the reading skills attained during the previous school year.

DISSOLVE TO

12. BEACH - SLOW MOTION - MARK RUNS TOWARD US

COMMENTARY

The Summer Reading Program has been designed by SWRL to help children maintain their reading skills and better prepare them for first grade.

13. WIDE SHOT - EXT. - PLAYGROUND - MARK AND OTHER CHILDREN PLAY KICKBALL

COMMENTARY

The program is designed to complement the child's normal summertime activities.

DISSOLVE TO

14. MARK AND HIS MOTHER WITH PRACTICE EXERCISE
WE HEAR THEM DO PART OF AN EXERCISE

COMMENTARY

Three times a week for fifteen minutes, Mark and his mother do the practice exercises. The program uses the same words, word elements, and letter names taught at the kindergarten level.

15. MARK COLORS SWRL POSTERS

COMMENTARY

After he completes the week's activities, Mark receives a coloring poster with a picture of one of the animal characters from the reading booklets.

DISSOLVE TO

16. EXT. MARK PLAYS ON SWINGS

COMMENTARY

The Summer Reading Program encourages children to feel that reading is not restricted to school time but is...

17. MARK READING A STORYBOOK

COMMENTARY

...a natural part of their summer vacation. Children find they enjoy reading and are proud to display their skills.

18. MARK READS TO JERRY

FADE OUT

FADE IN

19. INT. CLASSROOM - SUPER "TUTORIAL" CAMERA ZOOMS BACK REVEALING TUTOR ERNEST AND PUPIL AARON

COMMENTARY

By practicing in the Tutorial Program, this upper grade tutor is not only assisting the kindergarten pupil, he is also expanding the teacher's instructional resources.

20. ANOTHER PUPIL AND TUTOR

COMMENTARY

Tutors do not teach the pupils new skills, rather they provide individualized practice for children who can benefit from additional help.

21. TUTOR AND PUPIL DOING PRACTICE EXERCISE

COMMENTARY

Pupils and tutors both benefit from the tutorial experience. Children come to associate learning with enjoyment, and tutors learn a sense of responsibility and the enjoyment of contributing to the progress of others.

22. TUTOR TRAINING SESSION WITH MRS. JOHNSON

COMMENTARY

Training sessions like this one are included in the program to equip tutors with the skills and information they need to give additional practice to kindergarten pupils. This insures that the tutor's activities are under the direct supervision of the teacher.

23. INT. CLASSROOM - TUTOR AND PUPIL READ FROM STORYBOOK

24. INT. CLASSROOM - NATALIE AND SEAN READ SENTENCE STRIPS

COMMENTARY

That the children do benefit from the Support Systems is demonstrated by improved classroom performance.

25. INT. HOME - ANSON AND DAVID

COMMENTARY

SWRL's Support Systems, when combined with an instructional system, strengthen children's learning skills by providing additional and individualized practice.

26. INT. CLASSROOM

COMMENTARY

Together these systems expand a teacher's instructional resources and improve pupil achievement.

27. PUPILS EXCITEDLY RAISE THEIR HANDS

FREEZE FRAME

FADE OUT

THE END